



# ARCL0108: MANAGING ARCHAEOLOGICAL SITES

2022-23, Term 1 & 2

MA module

30 credits



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Please refer to the online IoA Student Handbook (<https://www.ucl.ac.uk/archaeology/current-students> and <https://www.ucl.ac.uk/archaeology/current-students/ioa-student-handbook>) for instructions on coursework submission, IoA referencing guidelines and marking criteria, as well as UCL policies on penalties for late submission.

## 1. MODULE OVERVIEW

### Module description

Managing Archaeological Sites module is a practice-driven programme that examines different approaches to research, preservation, interpretation and management of archaeological and heritage sites, including UNESCO World Heritage Sites, at present. Following the aims of the main degree programme with the same name, the sessions of the module discuss the strategies for better management of heritage in the modern world for the benefit of all stakeholders. In doing so it takes truly multidisciplinary perspective, and does not limit itself to geographical boundaries and uses most up-to-date case studies from across the world.

*The module aims to examine the theory and practice of archaeological site management, the reasons for selecting sites for preservation, and the methods for successful management and conservation of a site's significance. By the end of the module, students should be able to understand and apply a planning process based on the recognition of a site's values and of its interest groups, or stakeholders. Students will also learn practical methods for documentation, physical conservation and interpretation of different categories of archaeological sites and will master a technical vocabulary adequate to communicate with heritage management specialists. With its international perspective, the module will appeal to students from a range of academic backgrounds (e.g. archaeology, conservation, planning, architecture, museum studies, tourism). In balancing theory and practice, it will suit those wishing to continue on to academic research and those seeking employment in heritage administration or international organisations.*

The module explores contemporary international and local approaches, often with in-depth case studies, to demonstrate how sites can be successfully managed, conserved and presented to preserve their significance. From documentation, legal norms and governance to funding, interpretation and heritage tourism, the programme discusses specific elements of sustainable, modern-day heritage management.

### Module Aims

This Module aims to provide an understanding of the processes that lead to the preparation and implementation of a site management plan and heritage management process, and to equip the students with the theory and practice needed to carry out similar actions independently.

#### Objectives:

- To facilitate debate on the theory and methodology of value-based management and management planning processes
- To demonstrate the need for site management approaches, planning, and cyclical and holistic management process
- To discuss actions associated with designation of heritage sites, their funding and governance
- To provide students with an understanding of the tools and the techniques for developing and implementing a site management plan and site management structures
- To debate the ethics of archaeological and heritage resource, its uses and preservation.

#### Learning Outcomes:

- Observation and critical reflection
- Application of acquired knowledge
- Written and oral presentation skills

## Methods of Assessment

1. One essay of 2,000 words (20%)
2. One practical work - Statement of Significance (40%)
3. One essay of 3,000 words (40%)

## Communications

- **Moodle is the main hub** for this course.
- Important information will be posted by staff in the **Announcements section of the Moodle page** and you will automatically receive an email notification for those.
- **Microsoft Teams** will be **primary channel** for communications and for online sessions (if any). You will receive an invitation to join the Teams Group for this module.
- Please post any general queries relating to module content, assessments and administration **in the Microsoft Teams Module forum** (or alternatively in Moodle Q&A or via email).
- For personal queries, please contact the co-ordinator by email.

## Week-by-week summary

Each week of the term is organised around a theme in site management. The themes are broad and they will allow us to discuss different aspects of the issue.

### Term 1

Week	Date	Topic / Theme
1	4-5 Oct	Introduction. Why manage? What are we managing?
2	11-12 Oct	Authenticity, values and interest groups
3	18-19 Oct	Participatory planning, rights, ethics and sustainability
4	25-26 Oct	Management planning: models and approaches
5	1-2 Nov	Legislation and charters – the international context
6		READING WEEK (no classes)
7	15-16 Nov	World Heritage Sites: Tentative lists, nomination dossiers, evaluation and the World Heritage Committee
8	22-23 Nov	Preventive conservation and maintenance: reburial and shelters on archaeological sites
9	29-30 Nov	Documentation: a platform for decision-making
10	6-7 Dec	Cultural tourism and sustainability
11	13-14 Dec	Values, SWOT analysis and approaches to social science research projects (including your dissertation project)

**Term 2**

Week	Date	Topic / Theme
1	10-11 Jan	Defining the significance of heritage. Statements of Significance for archaeological sites.
2	17-18 Jan	Recording, managing & conserving urban archaeological sites
3	24-25 Jan	Managing rural archaeological sites and landscapes
4	31 Jan - 1 Feb	Conflict/post-conflict: values, significance, local community and heritage management
5	7-8 Feb	Developing Governance and Risk management
6		READING WEEK (no classes)
7	21-22 Feb	Interpretation strategies for archaeological/heritage sites
8	28 Feb - 1 Mar	Heritage management and global challenges: climate emergency, COVID-19, disasters
9	7-8 Mar	Funding research and management, and heritage industries
10	14-15 Mar	Management context for heritage places; monitoring & evaluating
11	21-22 Mar	Conclusions & review

The lectures and discussion sessions will be run by Gai Jorayev. Most of the weekly discussions/themes will involve contributions from guest speakers as well. Every effort will be made to invite active practitioners in the field into the seminars.

**Weekly Module Plan**

The module is taught through lectures, case studies and discussions. Each week will have a lecture (usually a presentation) by the course coordinator (or a guest speaker) that will take place on Tuesdays. Sessions on Wednesdays will broadly fall into the category of class seminars where the weekly theme will be debated, guest practitioners will be introduced and further materials will be presented.

Additional learning materials may be released to Moodle. Students will be required to undertake set readings, already established on a course reading list online (<https://rl.talis.com/3/ucl/lists/B168B8F5-908D-81AB-6888-77B712E3A280.html>), and complete pre-class activities if any were set before the sessions on Tuesdays and Wednesday in order to be able to actively participate in the discussion.

Students will also make (non-examined) short presentations of case study material on agreed sessions. This will usually fall into Wednesdays.

**The sessions will take place on:**

**Tuesdays: 14.00 – 16.00**

**Wednesdays: 16.00 – 18.00**

**(Please check your timetable for the location of the class)**

Each week's learning will be supported by essential reading (see below). There will be a wider reading list (<https://rl.talis.com/3/ucl/lists/B168B8F5-908D-81AB-6888-77B712E3A280.html> - also shown on Moodle page) containing materials available online, via UCL Library access, and occasionally a 'reading list for future', which will contain physical books which are not currently digital.

Additional readings and learning materials in the form of news articles, reports and datasets will be made available on Moodle under each weekly session. They will be widely used to facilitate seminar discussions.

Some weeks will feature a Case Study that is centred around site management themes. These will often include conversations/interactions with site managers and external specialists.

### Workload

This is a 30-credit module which equates to 300 hours of learning time including session preparation, background reading, and researching and writing your assignments. With that in mind you should expect to organise your time in roughly this way:

c. 80 hours	<i>Staff-led teaching sessions (lectures, seminars, tutorials, discussion-board sessions)</i>
120 hours	<i>Self-guided session preparation (reading, listening, note-taking and online activities), about 6 hours a week</i>
100 hours	<i>Reading for, and writing, essays and other assignments</i>

## 2. ASSESSMENT

Each assignment and possible approaches to it will be discussed in class, in advance of the submission deadline. If students are unclear about the nature of an assignment, they should discuss this with the Module Co-ordinator in advance (via office hours, class Teams group, Moodle forum or email). You will receive feedback on your written coursework via Moodle, and have the opportunity to discuss your marks and feedback with the co-ordinator in their office hours.

**For more details see the 'Assessment' section on Moodle.**

The marking criteria and IoA writing guidelines (<https://www.ucl.ac.uk/archaeology/current-students>) are useful guides when writing your essay. The Institute of Archaeology Academic Writing team is available to help students, both undergraduate and postgraduate, improve their academic writing skills in one-to-one sessions and various writing workshops. Available help covers everything from basic issues of essay organisation, citation and how to avoid plagiarism to argumentation and style.

Please, see: [12 Information on assessment | Institute of Archaeology - UCL – University College London](#)

*Referencing rules for different types of documents could be found on Library Services guidance* The Institute of Archaeology uses the Harvard referencing system.: [A-Z of Harvard references - Harvard - LibGuides at University College London, Global \(ucl.ac.uk\)](#)

There are penalties for late submission of your assignments.

**Penalties for exceeding the word limit:** For work that exceeds a specified word limit by less than 10% the mark will be reduced by five percentage marks, but the penalised mark will not be reduced below the pass mark: marks already at or below the pass mark will not be reduced.

For work that exceeds a specified word limit by 10% or more the mark will be reduced by ten percentage marks, but the penalised mark will not be reduced below the pass mark: marks already at or below the pass mark will not be reduced.

**The following should not be included in the word count of coursework and dissertations:**

coversheet, title page, contents pages, lists of figure and tables, abstract, preface, acknowledgements, bibliography, captions and contents of tables and figures, appendices.

In this module your essays should examine theoretical and practical issues, using archaeological sites and practices, from any area, to illustrate your discussions. There will be 3 assignments in this module and they will have following **weightings**:

20% - Assignment 1 will form 20% of your final mark for this module.

40% - Assignment 2 will form 40% of your final mark for this module.

40% - Assignment 3 will form 40% of your final mark for this module.

### Word counts and deadlines:

**Assignment 1: an Essay, 2,000 words; deadline: 30/11/2022**

**Assignment 2: Statement of Significance; 3,000 words; deadline: 03/03/2023**

**Assignment 3: an Essay, 3,000 words; deadline: 28/04/2023**

### Assignment topics:

For **Assignments 1**, the students will be asked to write an essay on one of the questions below:

- i. How has the concept of authenticity changed since the Venice Charter? Does it still have a role in the management and conservation of archaeological sites and landscapes?
- ii. Discuss the concept of values and how are they formed.
- iii. Should visitor access to heritage sites ever be limited for reasons of conservation?
- iv. Discuss the role of heritage professionals in decision-making at archaeological sites.
- v. Explore one Management Plan for a World Heritage Sites of your choice. Discuss its aims, structure and effectiveness.
- vi. Pick a site that you would nominate as a World Heritage Site. Define its OUV, describe stakeholders and imagine its future management models.

**All essays should be supported with references to wider literature.**

For **Assignment 2**, the students will be asked to write a *Statement of Significance* for a site of their choice. This assignment will be similar to practical assignments in site management work. Submitted work will be expected to have numerous illustrations and present information in different way to ordinary essays. Further guidance on this assessment will be provided during the teaching sessions.

For **Assignment 3**, the students will be asked to write an essay on one of the questions below. The students will be encouraged to select questions that allow them to look at different areas of theory and practice.

- i. How might you balance potentially conflicting values in the management of archaeological sites?
- ii. In what ways can a country's legislation and government guidance create a framework for archaeological site management? Give examples.
- iii. Given that the involvement of local communities is important in the management of archaeological sites, what could be done to encourage their participation?
- iv. Preservation of archaeology: discuss reburial and/or shelters with examples. In what circumstances would the reburial of archaeological remains be an appropriate strategy? Are shelters on archaeological sites visual intrusions or viable solutions? Discuss the key elements in decision-making and the key practical and technical issues involved if possible.



- v. Discuss the notion of 'sustainability' and its application to archaeological heritage management.
- vi. Examine the sites currently selected as "World Heritage in Danger". Discuss their selection and the role of the list. Compare it to other "in danger" lists in terms of procedures and effectiveness.
- vii. Discuss the potential/role of heritage tourism and its impact on the management of archaeological sites.
- viii. Compare the two versions of *The Principles for the Conservation of Heritage Sites in China* (2002 and 2015), explain the strengths and weaknesses of this form of international collaboration and then discuss its implementation/impact with current examples.
- ix. Discuss conflict and its impact on archaeology with examples.

**All essays should be supported with references to wider literature.**

### 3. Reading, Resources and Preparation for Class

#### Preparation for class

You are expected to read at least **two essential readings as well as reviewing and completing any online activities on Moodle** each week. Completing the readings is essential for your effective participation in the activities and discussions that we will do, and it will greatly enhance your understanding of the material covered. **Further readings are provided via the online-reading list** for you to get a sense of the range of current work on a given topic and for you to draw upon for your assessments. It is essential that you check the online reading list regularly.

**Online reading list:** <https://rl.talis.com/3/ucl/lists/B168B8F5-908D-81AB-6888-77B712E3A280.html>

#### Recommended basic texts:

Avrami, E., Mason, R., MacDonald, S., & Myers, D. 2019. *Values in Heritage Management: Emerging Approaches and Research Directions* E. Avrami, R. Mason, S. MacDonald, & D. Myers (eds). Los Angeles: Getty Conservation Institute. Available at: <https://www.getty.edu/publications/virtuallibrary/9781606066195.html>.

Agnew, N. & Demas, M. 2014. Immoveable Heritage: Appropriate Approaches to Archaeological Sites and Landscapes, in: Smith, C. (Eds.) *Encyclopaedia of Global Archaeology*. New York, NY: Springer New York. pp. 3702-16. [http://dx.doi.org/10.1007/978-1-4419-0465-2\\_535](http://dx.doi.org/10.1007/978-1-4419-0465-2_535)

Auclair, E. and Fairclough, G. (eds.) 2015. *Theory and Practice in Heritage and Sustainability: Between past and future*. London: Routledge <https://doi-org.libproxy.ucl.ac.uk/10.4324/9781315771618>

de la Torre, M. (ed.) 2002. *Assessing the Values of Cultural Heritage*. Los Angeles: The Getty Conservation Institute [https://www.getty.edu/conservation/publications\\_resources/pdf\\_publications/pdf/assessing.pdf](https://www.getty.edu/conservation/publications_resources/pdf_publications/pdf/assessing.pdf)

UNESCO, ICCROM, ICOMOS & IUCN. (Eds.) 2013. *Managing Cultural World Heritage*. Paris: UNESCO <https://whc.unesco.org/en/managing-cultural-world-heritage/>

Sørensen, M. L. S. and Carman, J. (eds.) 2009. *Heritage studies: methods and approaches*. London: Routledge. <https://doi-org.libproxy.ucl.ac.uk/10.4324/9780203871713>

#### Online resources:

The Burra Charter: <https://australia.icomos.org/publications/burra-charter-practice-notes/>

The Council for British Archaeology <https://new.archaeologyuk.org/>

The Getty Conservation Institute <http://www.getty.edu/conservation/>

ICOMOS <https://www.icomos.org/en>

ICCROM <http://www.iccrom.org>

UNESCO <http://www.unesco.org/>

And the UNESCO World Heritage Centre <https://whc.unesco.org/en/>

### **Key journals:**

*Conservation and Management of Archaeological Sites*

*Public Archaeology*

*The Historic Environment: Policy & Practice*

*Journal of Cultural Heritage Management and Sustainable Development*

*Journal of Community Archaeology & Heritage*

*Antiquity* (especially the editorials)

*International Journal of Heritage Studies*

*Journal of Cultural Heritage*

## **4. Fieldtrips**

The coordinators of the course are cautiously optimistic that there will be an opportunity for four field visits, two in each of terms I and II. The dates and times of these are subject to finalisation and discussion with the class. Further details will be announced closer to the date. While it is very likely that two trips (one in Roman London and one to Stonehenge and Avebury) will go ahead, the other two are subject to two necessary risk assessments and overall situation with covid-19 control measures. Additionally, there may be an optional visit to one of the archaeological practices in England in order to discuss their day-to-day operations.



## 5. Syllabus

In broad terms, the first 5 weeks will look at theoretical background and the main concepts in our discipline. It will include the discussions of the legislation and international normative or standard-setting documents. Discussions of the concept of the World Heritage will follow after the Reading Week in Term 1, and we will also look at documentation, cultural tourism and preventative conservation as significant elements of modern-day heritage management.

Term 2 will start by looking at the significance of sites in their modern settings, and then discuss a wide variety of contemporary issues affecting the management of heritage sites - from urban and rural development to risks and global challenges - with extensive range of case studies and discussions of the best practice. We will also discuss interpretation and funding strategies for heritage places as part of the term's lectures and seminars.

### Term 1

#### Week 1: Introduction. Why manage? What are we managing?

The session will explore a broad introduction to practical and philosophical issues of research, conservation, and management of archaeological/heritage sites, the expectations of interest groups and communities, the economic pressure to develop sites for tourist purposes, and the necessity for predicting and managing change at archaeological and heritage sites. It will explain what to expect from this module during the academic year and ask students to introduce themselves.

Essential reading:

Williams, T. 2018. The conservation and management of archaeological sites: a twenty-year perspective. *Conservation Perspectives: The GCI Newsletter*. 33(1): 4-9.

[https://discovery.ucl.ac.uk/id/eprint/10049158/1/Williams\\_Consevation\\_management\\_archaeological.pdf](https://discovery.ucl.ac.uk/id/eprint/10049158/1/Williams_Consevation_management_archaeological.pdf)

de la Torre, M. 2013. Values and Heritage Conservation. *Heritage & Society*, **60(2)**: 155–66 <https://doi-org.libproxy.ucl.ac.uk/10.1179/2159032X13Z.00000000011>

Australian ICOMOS 1998. *The Burra Charter. Revised*. <https://australia.icomos.org/publications/burra-charter-practice-notes/>

#### Week 2: Authenticity, values and interest groups

What is authentic? What or who defines authenticity? What are values? How can they influence the way a site is conserved, interpreted, presented and managed? Who are the stakeholders? How can a site be assessed for its importance? Who establishes significance? What should be conserved: authenticity or significance?

These are some of the core questions of our discipline and this week will introduce basic concepts, discuss some examples, and then the module will keep returning to them during the academic year.

Essential reading:

ICOMOS 1996. *Declaration of San Antonio on Authenticity*. <https://www.icomos.org/en/charters-and-texts/179-articles-en-francais/ressources/charters-and-standards/188-the-declaration-of-san-antonio>

Jones, S. 2009. Experiencing Authenticity at Heritage Sites: Some Implications for Heritage Management and Conservation. *Conservation and management of archaeological sites*, **11(2)**: 133-47 <http://dx.doi.org/10.1179/175355210X12670102063661>

Fredheim, L.H. & Khalaf, M. 2016. The significance of values: heritage value typologies re-examined. *International Journal of Heritage Studies*, 22(6): 466-81 <http://dx.doi.org/10.1080/13527258.2016.1171247>

### **Week 3: Participatory planning, rights, ethics and sustainability**

Efforts to manage and conserve heritage places often require the engagement of a multiplicity of stakeholders, frequently with conflicting interests, values, and identities, as well as clashes arising from cultural differences. Successful planning is often based on the participation of all interested parties. This session explores those issues, exploring approaches to developing active involvement of stakeholders and communities in the planning process, and tools and techniques for consensus building, negotiation, and conflict resolution.

Sustainable development – and core issues of identity, poverty and education – are central issues in a discussion of the relevance of our work to contemporary societies. What is our role, and those of international and national agencies, in these processes?

#### **Essential reading:**

Sully, D. 2015. Conservation Theory and Practice: Materials, Values, and People in Heritage Conservation. In *The International Handbooks of Museum Studies*, 293–314. American Cancer Society Available at: <https://onlinelibrary.wiley.com/doi/abs/10.1002/9781118829059.wbihms988>

Fushiya, T. 2010. Archaeological Site Management and Local Involvement: A Case Study from Abu Rawash, Egypt. *Conservation and Management of Archaeological Sites* 12(4): p.324–355.

Jones, Sian. 2016. Wrestling with the social value of heritage: problems, dilemmas, and opportunities. *Journal of Community Archaeology and Heritage*, 4/1, 1-17 <https://doi-org.libproxy.ucl.ac.uk/10.1080/20518196.2016.1193996>

Ndoro, W. and Wijesuriya, G. 2015. Heritage Management and Conservation: From Colonization to Globalization, in Lynn Meskel (ed.), *Global Heritage: A Reader*. USA: Wiley-Blackwell, 131-149. (AVAILABLE ONLINE)

### **Week 4: Management planning: models and approaches**

Management plans have become an established element of site management in recent years. They are required by many funding agencies and are now a prerequisite for attaining World Heritage Site status. What are they? Are they an appropriate tool for all sites? What should they aim to achieve? How can they be applied?

This week, the models for the planning process will be examined, including: the identification of aims, values, stakeholders; documentation and description of the site and its conditions; assessment and analysis of values, management context, and physical condition; developing long, medium and short term goals through the establishment of policies, objectives, strategies and tasks; issues of implementation and the monitoring.

#### **Essential reading:**

Demas, M. 2002. Planning for Conservation and Management of Archaeological Sites: a values-based approach, in Teutonico, J. M. and Palumbo, G. (eds.) 2002. *Management planning for archaeological sites: an international workshop organized by the Getty Conservation*. Los Angeles: Getty Conservation Institute, 27-56 [https://www.getty.edu/conservation/publications\\_resources/pdf\\_publications/pdf/mgt\\_plan\\_arch\\_sites\\_vl\\_opt.pdf](https://www.getty.edu/conservation/publications_resources/pdf_publications/pdf/mgt_plan_arch_sites_vl_opt.pdf)

Ringbeck, B. 2008. *Management Plans for World Heritage Sites: A practical guide*. German Commission for UNESCO [https://www.unesco.de/sites/default/files/2018-05/Management\\_Plan\\_for\\_World\\_Heritage\\_Sites.pdf](https://www.unesco.de/sites/default/files/2018-05/Management_Plan_for_World_Heritage_Sites.pdf)

Sullivan, S. 1997. A planning model for the management of archaeological sites. In De la Torre, M. (ed.) *The conservation of archaeological sites in the Mediterranean region*. Los Angeles: Getty Conservation Institute, 15-26 [https://www.getty.edu/conservation/publications\\_resources/pdf\\_publications/conserv\\_sites\\_mediterranean.html](https://www.getty.edu/conservation/publications_resources/pdf_publications/conserv_sites_mediterranean.html)

Orbaşlı, A., 2013. Archaeological Site Management and Local Development. *Conservation and Management of Archaeological Sites*, 15(3-4), pp.237–253. <https://doi-org.libproxy.ucl.ac.uk/10.1179/1350503314Z.00000000059>

## **Week 5: Legislation and charters – the international context**

Numerous international charters are concerned with, or impact upon, archaeological site management. The ICOMOS Australia Burra charter, in its original and in its updated versions, has had a profound influence upon the practice and development of site management worldwide. More recently, the Valetta convention and many other international texts and declarations had a practice reshaping effect in Europe. There is a steady flow of national laws, international charters and one-off declarations of expert meetings that is relevant to the work of heritage management agencies and professionals.

This week will examine the difference between charters, conventions and other international texts, their evolution and some of the most important features and impacts. It also will look at the future of legislative frameworks and guidance.

The *European Convention on the Protection of the Archaeological Heritage* (Revised), better known as the Valletta Convention or the Malta Convention (1992), raised numerous issues regarding the management of archaeological resources in Europe. Please, have a look at it on the CoE website: (<https://www.coe.int/en/web/culture-and-heritage/valletta-convention>).

### **Essential reading:**

Please see: The Faro Convention. 2005. Europe Framework Convention on the Value of Cultural Heritage for Society Explanatory Report. Available from: <http://conventions.coe.int/Treaty/en/Reports/Html/199.html> And then see: <https://www.coe.int/en/web/culture-and-heritage/faro-in-action>

Luxon, J-L 2004. Reflections on the use of Heritage Charters and Conventions, *The GCI Newsletter* 19(2), 4-9 [https://www.getty.edu/conservation/publications\\_resources/newsletters/19\\_2/feature.html](https://www.getty.edu/conservation/publications_resources/newsletters/19_2/feature.html)

Willems, W.J.H. 2007. The Work of Making Malta: the Council of Europe's Archaeology and Planning Committee 1988-1996. *European Journal of Archaeology*, 10: 57-71 <https://doi-org.libproxy.ucl.ac.uk/10.1177/1461957108091482>

## **Week 6: READING WEEK**

### **Week 7: World Heritage Sites: Tentative lists, nomination dossiers, evaluation and the World Heritage Committee**

The 1972 convention, with its changes over time, started a significant process that impacted archaeological site management and set the context for World Heritage Site designation and management. This is one of the most significant developments in recent history of archaeological or tangible heritage management, and the outcomes of nominations are rather mixed and complex for many archaeological sites. This week, the process of tentative lists, nomination dossiers, evaluation, inscription,

monitoring and periodic reviews will be examined. The representivity of the World heritage list will also be discussed.

#### Essential reading:

Meskell, L et al., 2014. Multilateralism and UNESCO World Heritage: decision-making, States Parties and political processes. *International journal of heritage studies*, 21(5), pp.423–440. <https://doi-org.libproxy.ucl.ac.uk/10.1080/13527258.2014.945614>

Di Giovine, M.A. 2014. World Heritage List: Criteria, Inscription, and Representation, in: Smith, C. (ed.) *Encyclopaedia of Global Archaeology*. New York: Springer, pp. 7885-94 [http://dx.doi.org/10.1007/978-1-4419-0465-2\\_365](http://dx.doi.org/10.1007/978-1-4419-0465-2_365)

ICOMOS. 2005. *The World Heritage List: Filling the Gaps - an Action Plan for the Future*. ICOMOS: Paris. <http://openarchive.icomos.org/id/eprint/433/>

### **Week 8: Preventive conservation and maintenance: reburial and shelters on archaeological sites**

Preventive conservation and maintenance are two approaches to conservation that greatly facilitate the responsibilities of the manager, reducing the need for costly, labour-intensive conservation and restoration project. Within those, reburial and the use of shelters are two contrasting approaches that need a specific attention as part of this week's discussions. Shelters have been used for some time to protect archaeological features, most commonly mosaics. It allows archaeological features to be presented to wider public. Reburial have been used extensively to preserve archaeological features 'for the future' and to avoid any damage. It is often seen as cost-effective and easy to achieve, but without careful planning, it can be a damaging intervention.

How do we plan for their use? What are the design considerations? How do we balance aesthetics and visual impact with conservation and education?

#### Essential reading:

Palumbo, G. 2001. Sheltering an archaeological structure in Petra: a case-study of criteria, concepts and implementation, *Conservation and management of archaeological sites* 5, 35-44 <https://doi-org.libproxy.ucl.ac.uk/10.1179/cma.2002.5.1-2.35>

Cooke, L. (2007) The archaeologist's challenge or despair: reburial at Merv, Turkmenistan, *Conservation and management of archaeological sites* 9 (2): 97-112

### **Week 9: Documentation: a platform for decision-making**

"Good decisions" in heritage management are based on timely, relevant and accurate information about the conditions, materials and evolution of archaeological sites and landscapes. Therefore, documenting, recording and analysis of heritage places is an essential part of their conservation and management.

The week will explore: Concepts of documentation, information gathering, recording; methodologies and tools for recording, documentation, inventories and information management; integrating documentation in the site management process; topographic, GPS, photogrammetric, and 3D laser scanning techniques, and archival research (historic, archaeological, structural, condition); notions of 'inventory'.

#### Essential reading:

Letellier, Robin, Werner Schmid, and François LeBlanc. 2007. *Recording, Documentation, and Information Management for the Conservation of Heritage Places: Guiding Principles*. Los Angeles, CA: Getty Conservation Institute. [http://hdl.handle.net/10020/gci\\_pubs/recordim](http://hdl.handle.net/10020/gci_pubs/recordim)

McCoy, M.D., 2017. Geospatial Big Data and archaeology: Prospects and problems too great to ignore. *Journal of archaeological science*, 84, pp.74–94. <https://doi.org/10.1016/j.jas.2017.06.003>

McKeague, Peter et al., 2020. One Archaeology: A Manifesto for the Systematic and Effective Use of Mapped Data from Archaeological Fieldwork and Research. *Information (Basel)*, 11(4), p.222. <https://doi.org/10.3390/info11040222>

## **Week 10: Cultural tourism and sustainability**

Tourism is now arguably the largest industry in the world, and cultural tourism represents a significant component of this global industry. For many developing countries cultural tourism is seen as a key element of poverty relief and economic sustainability. There are many different forms of tourism, with negative and positive impacts both to archaeological sites and the local communities around them, and different relationships and structures within and between governments, local communities, and tourism industry. Relying on extensive set of case studies, we will explore concepts of sustainability, poverty, management strategies, and issues in environmental and cultural conservation.

Essential reading:

Timothy, D.J., 2018. Making sense of heritage tourism: Research trends in a maturing field of study. *Tourism management perspectives*, 25, pp.177–180. <https://doi.org/10.1016/j.tmp.2017.11.018>

Winter, T., 2010. Heritage tourism: The dawn of a new era? In *Heritage and Globalisation*. London: Routledge. pp. 117-129. <https://doi-org.libproxy.ucl.ac.uk/10.4324/9780203850855>

## **Week 11: Values, SWOT analysis and approaches to research projects**

There are different approaches to elaboration on the values of specific archaeological sites. Some tools, such as SWOT (Strengths, Weaknesses, Opportunities and Threats) analyses, are borrowed from other disciplines and successfully used in archaeological site management. This week will look at this and other visualisations of values and significance and, through practical discussions, will encourage you to use these in exploring values for, and attitudes to, archaeological sites.

The week will also focus on some of the key issues in social science research, including planning research projects, quantitative and qualitative data, sample size, semi-structured interviews, questionnaires, etc. In addition to discussing the use of social science research methods for site management work, the session will also help you to start thinking about how you might approach your dissertation research.

Essential reading:

Pertti Alasuutari ; Julia Brannen ; Leonard Bickman, 2008. Synergy and Synthesis: Integrating Qualitative and Quantitative Data. In *The SAGE Handbook of Social Research Methods*. London: SAGE Publications Ltd, p. 555. <https://ebookcentral.proquest.com/lib/ucl/reader.action?docID=1046489&ppg=572>

Schrank, A. (2006). Essentials for the case study method: the case study and causal inference. In E. Perecman & S. R. Curran *A Handbook for Social Science Field Research: Essays & Bibliographic Sources on Research Design and Methods* (pp. 169-174). : SAGE Publications, Inc. <http://dx.doi.org/10.4135/9781412983211.n9>

Seyfi, Siamak, C. Michael Hall, and Edith Fagnoni. “Managing World Heritage Site Stakeholders: a Grounded Theory Paradigm Model Approach.” *Journal of heritage tourism* 14.4 (2019): 308–324 [https://ucl.primo.exlibrisgroup.com/permalink/44UCL\\_INST/18kagqf/cdi\\_crossref\\_primary\\_10\\_1080\\_1743873X\\_2018\\_1527340](https://ucl.primo.exlibrisgroup.com/permalink/44UCL_INST/18kagqf/cdi_crossref_primary_10_1080_1743873X_2018_1527340)

Wei Yuan. “Should China Access to the Convention on the Protection of Underwater Cultural Heritage? — A SWOT Analysis.” *Frontiers in Marine Science* 9 (2022)

[https://ucl.primo.exlibrisgroup.com/permalink/44UCL\\_INST/18kagqf/cdi\\_doaj\\_primary\\_oai\\_doaj\\_org\\_article\\_b7c\\_ee5cca74b4c84a4390c04ef878fc1](https://ucl.primo.exlibrisgroup.com/permalink/44UCL_INST/18kagqf/cdi_doaj_primary_oai_doaj_org_article_b7c_ee5cca74b4c84a4390c04ef878fc1)

## Term 2:

### Week 1: Defining the significance of heritage - Statements of significance

This will look at the background, aims and construction of Statements of Significance, in advance of the second piece of coursework/assignment. We will use several examples, identify the main approaches, and look at the possible scenarios for your assignment and future works.

The Statements of Significance are often about identifying why the sites are important and what needs to be done to preserve that importance for the future. Due to diversity of heritage sites, the approaches to developing site-specific statements can take different forms. There are certain guidelines, often within one country, and it is challenging to implement one set of guidelines universally, but there are global recognitions of significance that could be reflected on in any archaeological site. The session will allow further discussions of values and significance, with the focus on generating tangible document that can act as a focal point for stakeholder consultations, management decisions and any designation actions.

#### Essential reading:

Carver, M., 1996. On archaeological value. *Antiquity*, 70(267), pp.45–56.

Ahmadreza Shirvani Dastgerdi & Giuseppe De Luca, 2018. Specifying the Significance of Historic Sites in Heritage Planning. *Conservation Science in Cultural Heritage*, 18(1), pp.29–39.

Morgan, Rachel. "Critical Material Culture Analysis in US National Register of Historic Places Significance Statements." *Journal of field archaeology* 47.2 (2022): 105–116.

### Week 2: Recording, managing & conserving urban archaeological sites

Urban sites present complex issues due to their location in usually densely built-up and populated areas. The values of archaeological sites can often be ignored or minimised, especially when faced with the pressure of urban communities and the needs of urban development. However, the approaches in this area are rapidly changing, with increasing recognition of the value of urban heritage. How can site management be integrated with the economic, social, and cultural life of a place? Is it possible to preserve and manage archaeology in an urban environment in a harmonious and beneficial way?

#### Essential reading:

UNESCO 2016. *The HUL Guidebook: managing heritage in a dynamic and constantly changing urban environments*. UNESCO. Available at:

<http://historicurbanlandscape.com/themes/196/userfiles/download/2016/6/7/wirey5prpznidqx.pdf>

Williams, T. 2014. Archaeology: Reading the City through Time, in Bandarin, F. & van Oers, R. (eds.) *Reconnecting the City: The Historic Urban Landscape Approach and the Future of Urban Heritage*. 19-45. Oxford: Wiley-Blackwell. <https://doi-org.libproxy.ucl.ac.uk/10.1002/9781118383940.ch1>

### Week 3: Managing rural archaeological sites and landscapes

Rural environment presents different and specific challenges to managing archaeological sites and landscapes. Agricultural activities, the scale of the area and the difficulties of site identification are just some of the factors. Increasing changes of environment also affect archaeological sites in rural



landscapes in direct fashion. There are significant differences in approaches to preservation and management from one country to another, and the land ownership patterns play an important role. Considering significance of rural archaeological landscapes for culture, ecology, economy and education, this week will look at the main issues and as well as several case studies to facilitate the discussions in this area.

#### Essential reading:

Morris, R., 2002. Reshaping the landscape Rethinking the land (Part I). *RSA journal*, 149(5501), pp.45–47.  
AND Bate, J., 2002. Reshaping the landscape Rethinking the land (Part II). *RSA journal*, 149(5501), pp.47–49.

Stagno, A.M., 2019. Investigating rural change. Legal access rights and changing lifestyles in rural mountain communities (Ligurian Apennines, Italy, 16th-21st centuries). *World archaeology*, 51(2), pp.311–327. <https://doi-org.libproxy.ucl.ac.uk/10.1080/00438243.2019.1674066>

### **Week 4: Conflict/post-conflict: values, significance, local community and heritage management**

Destruction of archaeological sites in conflict or full-scale war often takes headlines, with loss of the cultural property causing an outcry. However, the headlines often do not reflect the full complexity of the issue. The loss of a physical fabric is not the only negative outcome, with loss of associated values that the local communities hold having far greater impact locally. This week discusses the value-based approach and its meanings in relation to heritage management and focuses on the role of the local community in shaping and protecting their cultural heritage.

Understanding all values attributed to heritage resources is not an easy task especially during conflict times when these values become highly contested. Considering that the significance of a place is never based on a single value, how can we identify the collective values in a contested place? How do we move from the destruction to the reconstruction of historic urban areas? How do we achieve longer-term international support for the sites affected by a conflict?

#### Essential reading:

Helen Frowe & Derek Matravers, 2019. *Conflict and Cultural Heritage*, Getty Publications.  
<https://www.getty.edu/publications/occasional-papers-3>

Al Quntar, S. and Daniels, B.I. 2016. Responses to the Destruction of Syrian Cultural Heritage: A Critical Review of Current Efforts. *International Journal of Islamic Architecture* 5 (2): 381–397.  
[https://doi.org/10.1386/ijia.5.2.381\\_1](https://doi.org/10.1386/ijia.5.2.381_1)

Giblin, J. 2014. Post-conflict heritage: symbolic healing and cultural renewal, *International Journal of Heritage Studies*, 20:5, 500-518, <http://dx.doi.org/10.1080/13527258.2013.772912>

### **Week 5: Developing Governance and Risk management**

This week will explore how site management might be structured, exploring the role of a Site Coordinator and development of governance structures. Is there an optimal governance model that ensures long-term sustainability at archaeological sites? Additionally, we will discuss the need for Risk and Disaster Management, and their impact on long-term archaeological site management planning. There is an abundance of practical guidance and case studies in this area and many governments require detailed risk management plans, but despite that, disasters in heritage sites occur regularly. What can be done to minimise the risks?

#### Essential reading:



Lafrenz Samuels, K., 2016. Transnational turns for archaeological heritage: From conservation to development, governments to governance. *Journal of Field Archaeology*, 41(3), pp.355–367. <https://doi.org.libproxy.ucl.ac.uk/10.1080/00934690.2016.1174031>

Jackson, C., Mofutsanyana, L., and Mlungwana, N.: A RISK BASED APPROACH TO HERITAGE MANAGEMENT IN SOUTH AFRICA, *Int. Arch. Photogramm. Remote Sens. Spatial Inf. Sci.*, XLII-2/W15, 591–597, 2019. <https://doi.org/10.5194/isprs-archives-XLII-2-W15-591-2019>

José Luiz Pedersoli Jr., Catherine Antomarchi, & Stefan Michalski. 2016. *A guide to risk management for cultural heritage*. ICCROM. Available at: [https://www.iccrom.org/wp-content/uploads/Guide-to-Risk-Management\\_English.pdf](https://www.iccrom.org/wp-content/uploads/Guide-to-Risk-Management_English.pdf)

## Week 6: READING WEEK

### Week 7: Interpretation strategies for archaeological/heritage sites

People perceive visiting sites in very different ways – they have differing motivations, expectations and needs. How can these expectations be realised or enhanced or, with unsympathetic management, destroyed, devalued, or marginalised into economic activities? This week will look at the opportunities to interpretation at archaeological sites, discussing some of the unique challenges in detail.

Essential reading:

McManamon, F.P., 2000. Archaeological messages and messengers. *Public Archaeology*, 1(1), pp.5–20. <https://doi-org.libproxy.ucl.ac.uk/10.1179/pua.2000.1.1.5>

Ababneh, A., 2018. Tour guides and heritage interpretation: guides' interpretation of the past at the archaeological site of Jarash, Jordan. *Journal of heritage tourism*, 13(3), pp.257–272. <https://doi-org.libproxy.ucl.ac.uk/10.1080/1743873X.2017.1321003>

### Week 8: Heritage management and global challenges: climate emergency, COVID-19, disasters

We live in the times of sudden changes, and even with the best governance models and risk management strategies, it is challenging to factor in all possible negative impacts to archaeological sites that those may cause. Recent years presented cases where global events had negative impacts on archaeological deposits as well as the management structures/organisations tasked to protect and maintain them.

Climate crisis and ongoing pandemic provide two of the most vivid examples that are testing the resilience of heritage management in different parts of the world. However, there are many other, more localised disasters that do so in a continuous fashion. This week will analyse the impact of some of the disasters and take a long-term view to the interaction of archaeology and global challenges. Beyond the impact of those on our practice, what are the roles of archaeology/heritage and heritage specialists in recovery phase?

Essential reading:

Sesana, Elena et al., 2018. Adapting Cultural Heritage to Climate Change Risks: Perspectives of Cultural Heritage Experts in Europe. *Geosciences* (Basel), 8(8), p.305. <https://doi.org/10.3390/geosciences8080305>

Network of European Museum Organisations. Survey on the impact of the COVID-19 situation on museums in Europe Final Report: [https://www.nemo.org/fileadmin/Dateien/public/NEMO\\_documents/NEMO\\_COVID19\\_Report\\_12.05.2020.pdf](https://www.nemo.org/fileadmin/Dateien/public/NEMO_documents/NEMO_COVID19_Report_12.05.2020.pdf)

And two interesting perspectives on pandemic and archaeology:

Chirikure, Shadreck. "Issues Emerging: Thoughts on the Reflective Articles on Coronavirus (COVID-19) and African Archaeology." *The African archaeological review* 37.3 (2020): 503–507. <https://link-springer-com.libproxy.ucl.ac.uk/article/10.1007/s10437-020-09402-w>

Gould, Peter. "Resilience and Innovation: An Economic Contemplation on Public-Facing Archaeology after COVID-19." *European Journal of Post-Classical Archaeologies* 10 (2020): 21–33. [http://www.postclassical.it/PCA\\_Vol.10\\_files/PCA10\\_Gould.pdf](http://www.postclassical.it/PCA_Vol.10_files/PCA10_Gould.pdf)

## Week 9: Funding research and management, and heritage industries

This week will look at the ways of funding research and management of heritage sites, using examples from around the world. Long-term and sustainable management of archaeological sites needs funding and new research often relies on specific financial support. Most often, archaeological parks rely on multiple sources of long-term and one-off funding. As part of this lecture, major global funding agencies and their models of operation, as well as the local funding sources, will be discussed and their effectiveness assessed. It will rely on several contemporary case studies to illustrate complexities and challenges.

### Essential reading:

Mason, A. R. and Ying, M. (2020) Evaluating Standards for Private-Sector Financial Institutions and the Management of Cultural Heritage, *Advances in Archaeological Practice*. Cambridge University Press, 8(1), pp. 1–14. doi: 10.1017/aap.2019.44.

Gareth Maeer (2017) A People-Centred Approach to Heritage: The Experience of the Heritage Lottery Fund 1994–2014, *Journal of Community Archaeology & Heritage*, 4:1, 38-52, DOI: 10.1080/20518196.2017.1238098

Thompson, J. 2006. Conservation and management challenges in a public/private partnership for a large archaeological site (Herculaneum, Italy). *Conservation and Management of Archaeological Sites* 8(4): p.191–204.

Burtenshaw, Paul. "Mind the Gap: Cultural and Economic Values in Archaeology." *Public archaeology* 13.1-3 (2014): 48–58. Web.

## Week 10: Management context, monitoring & evaluating

This week, the wider context of management plans, including financial management, will be explored in more detail. Continuous monitoring and evaluating is the key to achieving effective management system and we will discuss how the approaches in heritage management are similar/different to other areas. We will also look at the tools and techniques to evaluate the implementation of the management plan. Is it possible to build all-encompassing monitoring strategy? How can the data from monitoring turned into actionable plans? How can the modifications to the plan be introduced as a result of this evaluation?

### Essential reading:

Bøe Sollund, M.-L. & Holm-Olsen, I.M. 2013. Monitoring Cultural Heritage in a Long-Term Project: The Norwegian Sequential Monitoring Programme. *Conservation and management of archaeological sites*, 15(2): 137-51 <http://dx.doi.org/10.1179/1350503313Z.00000000052>

Cernea, M. 2001. Economic benefits and poverty reduction through Cultural Heritage preservation. In *Cultural Heritage and Development: A Framework for Action in the Middle East and North Africa*. Washington: The World Bank, 41-55. Available at: <https://openknowledge.worldbank.org/handle/10986/13908>

Hollesen, J., Matthiesen, H., Møller, A.B. & Martens, V.V. 2016. Making Better Use of Monitoring Data. *Conservation and management of archaeological sites*, **18(1-3)**: 116-25  
<http://dx.doi.org/10.1080/13505033.2016.1182750>

### **Week 11: Conclusions & review**

This will be an overall summary of the course and a detailed discussion of its main messages. We will return to the themes of lectures and seminars and readdress the areas that may need additional discussion. We will use the session to present additional materials and updates, and discuss the future learning sources and materials.